



**U.S. DEPARTMENT OF LABOR  
EMPLOYMENT AND TRAINING ADMINISTRATION**

**OFFICE OF JOB CORPS  
PERFORMANCE MANAGEMENT SYSTEM  
OVERVIEW GUIDE**





**U.S. Department of Labor  
Employment and Training  
Administration  
Office of Job Corps  
Performance Management System  
Overview Guide**



## **BACKGROUND**

Established in 1964, Job Corps is the nation's largest federally-funded, primarily residential, training program for at-risk youth, ages 16-24. With 124 centers in all 50 states, Puerto Rico, and the District of Columbia, Job Corps provides economically disadvantaged youth with the academic, career technical and employability skills to enter the workforce, enroll in post-secondary education, or enlist in the military.

Job Corps emphasizes the attainment of academic credentials, including a High School Diploma (HSD) and/or High School Equivalency (HSE), and career technical training credentials, including industry-recognized certifications, state licensures, and pre-apprenticeship credentials. These portable credentials provide for long-term attachment to the workforce and economic mobility as Job Corps graduates advance through their careers. They ensure that program graduates have gained the skills and knowledge necessary to compete in today's workforce.

In Program Year (PY) 2015, nearly 85 percent of graduates were placed, with approximately 77 percent placed in jobs, apprenticeships, or the military, and nearly 9 percent enrolled in education programs. In addition, 31,046 students completed career technical training and nearly 18,382 students obtained HSD or HSE certificates.

Job Corps has established a comprehensive performance management system to assess program effectiveness across multiple components of services and programs offered to Job Corps students. This system evaluates Outreach and Admissions (OA) providers, Job Corps center operators, Career Transition Services (CTS) providers, and Career Technical Training (CTT) programs based on the outcomes of program participants. The performance management system serves the following three primary purposes:

1. To meet accountability requirements for establishing performance measures (also known as metrics) and reporting student outcomes for the Job Corps system per the Workforce Innovation and Opportunity Act (WIOA), previously the Workforce Investment Act of 1998 (WIA); and U.S. Department of Labor (DOL) priorities;
2. To assess centers' and providers' accomplishments in implementing program priorities and serving students effectively; and

3. To have a Federal management tool that focuses on useful and relevant feedback on performance, while holding all centers, OA providers, and CTS providers accountable for continuous program improvement.

Job Corps has an interwoven set of performance metrics that meet multiple reporting requirements. The system is designed to answer four basic questions:

1. Are Job Corps students effectively recruited and retained in the program?
2. While enrolled in Job Corps, do students achieve fundamental qualifications and credentials that could lead to either a career path with opportunity for advancement and economic stability or higher education?
3. Are Job Corps students successfully transitioning into the workforce, enrolling in additional education or training, or entering the military after they leave the program?
4. How is each Job Corps contractor (center, OA, and CTS) performing compared to the established annual performance goals and in comparison to other contractors?

Job Corps' performance management system is comprised of four Outcome Measurement System (OMS) Report Cards, each of which is designed to reflect results in a specific area of student services, and represents a discrete pool of students. The four Report Cards are:

✓ Outreach and Admissions (OA) Report Card	OAOMS
✓ Center Report Card	Center OMS
✓ Career Transition Services (CTS) Report Card	POMS
✓ Career Technical Training (CTT) Report Card	CTT

To add to the quantitative components of the performance system, there is an additional element that evaluates center quality, providing a more comprehensive view of the program's performance. This Center Quality Assessment has three components: an On-Board Strength (OBS) rating, a Quality Rating (QR), and a Student Satisfaction Survey (SSS) rating.

## **IMPLICATIONS OF WIOA ON PY 2016 OMS**

WIOA required substantial changes to Job Corps' data collection and reporting systems. Job Corps is required to collect and report on the program performance and accountability measures outlined in Sections 116 and 159 of the WIOA legislation, which differ from those established previously under WIA. Therefore Job Corps modified existing structures and developed new tools (separate from the current performance management system) for reporting WIOA program outcomes to Congress, the Office of Management and Budget (OMB), and other interested parties.

Following guidance from OMB and the Employment and Training Administration (ETA) of DOL, Job Corps established a new WIOA Reporting System, independent of the Performance Management System and the OMS Report Cards. While Job Corps began collecting data

through this new reporting system in PY 2016, national targets will not be set for the WIOA measures until sufficient annual baseline data has been collected and any inconsistencies in the new data collection have been resolved. Until the new WIOA performance system has been fully implemented, stabilized, and targets have been set, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and PIP graduation evaluations.

Under Job Corps' WIOA Reporting System, a new WIOA Program Performance Report (PPR) will be developed to begin reporting Job Corps' outcomes under the six primary WIOA measures on the national level for PY 2016. The PPR will be designed in the same format as other adult and youth programs administered by DOL/ETA, the U.S. Department of Education, and the U.S. Department of Health and Human Services, to enable performance comparison across these programs. Job Corps will also develop WIOA Performance Management Reports (PMRs) to report on the six primary measures and the additional measures identified in the legislation to evaluate OA and CTS services at the national level (and eventually the regional and center/provider levels).

## **APPROACH**

Job Corps' performance management system is reviewed annually, and incorporates modifications to the previous program year's OMS as needed. The customary process for updating and refining the performance management system is to assemble a team of Job Corps professionals (representatives from Job Corps centers, center operators and providers, Regional Office staff, and Job Corps senior management) to evaluate the current system and provide recommendations to the National Director for the upcoming program year. Job Corps also works with DOL performance and evaluation agencies to ensure its systems are aligned with Departmental priorities and methodologies.

Over the past 15 years Job Corps' performance management system has remained relatively stable, with small, incremental changes made annually to drive students' long-term career success and upward economic mobility.

## **DESIGN OF THE PERFORMANCE MANAGEMENT SYSTEM**

Job Corps' performance management system incorporates modifications to the previous program year's OMS. The intent is to refine aspects of the system to ensure it aligns with new WIOA legislative requirements and DOL, Job Corps and OMB priorities; reflects current labor market conditions; considers any recent programmatic changes that impact centers and OA/CTS providers; and ensures effective delivery of services to students. Modifications to the system include adjustments to some performance goals so that emphasis is more appropriately tied to the level of accountability for achieving positive student outcomes, and a redesign of the long-term placement and earnings measures to support WIOA reporting requirements. The design of the performance management system is listed below.

### **1. Performance Measures (Metrics)**

Job Corps has established a comprehensive performance management system to meet mandated and internal accountability priorities and to assess the program's effectiveness. The system consists of performance metrics developed to address multiple performance reporting requirements mandated by WIOA, OMB, DOL, and Job Corps. These various requirements and corresponding metrics provide the basis for assessing the program's performance and effectiveness, and establishing what is "the right thing" to measure the program's success.

## **2. Core Components**

Each OMS Report Card consists of four basic components: (1) results-oriented measures; (2) goals; (3) weights; and (4) ratings, including an overall rating. All are described below.

### **Measures**

Performance measures are the categories of outcomes under evaluation. Measures reflect the program priorities and objectives important to Job Corps' mission, and focus on student attainments and post-program outcomes.

**PY 2016 Job Corps Center Performance Measures.** The following measures are included in the PY 2016 Center Report Card:

#### **Direct Center Services:**

- High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate
- Career Technical Training Completion Rate
- Combination High School Diploma (HSD) or High School Equivalency (HSE) and Career Technical Training (CTT) Attainment Rate
- Average Literacy Gain
- Average Numeracy Gain
- CTT Primary Industry-Recognized Credential Attainment Rate

#### **Short-Term Career Transition Services:**

- CTT Completer Job Training Match/Post-secondary Credit Placement Rate
- Former Enrollee Initial Placement Rate
- Graduate Initial Placement Rate
- Graduate Average Hourly Wage at Placement
- Graduate Full-Time Job Placement Rate

#### **Long-Term Career Transition Services:**

- Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit
- Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit
- Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit
- Graduate Average Earnings in Quarter 4 After Exit

The Center Quality Assessment is composed of three discrete measures:

- On-Board Strength (OBS), which measures student capacity utilization on Job Corps centers
- The Quality Rating (QR), which is issued during Regional Office compliance assessments of OA, center, and CTS contracts
- The Student Satisfaction Survey (SSS), which gauges student satisfaction with respect to safety.

Each of these elements is independent of the others and there is no aggregation of results across the measures.

### **Performance Goals**

Performance goals are the quantitative benchmarks for each of the four Report Cards. Each outcome measure is scored against its performance goal to report a percentage of the goal achieved.

*Example:* If the goal for HSD or HSE Attainment Rate in the Center Report Card is 50%, and a center has an HSD or HSE Attainment Rate of 45%, then its *rating* on that measure would be 90%, meaning that the center has reached 90% of the goal ( $45/50 = 90$ ). The rating indicates there is room to grow in achieving the goal.

Performance goals may be national or model-based, as follows:

- **National Goals.** National goals are set and, to maintain internal consistency and equitability, are generally applied to all centers, OA, CTS, and CTT providers equally for the same measure.
- **Model-Based Goals.** Model-based goals are used for specific measures that require adjustments to ensure equity in making comparisons of performance across centers and providers. Model-based goals are statistically adjusted for circumstances that are beyond the operator's control and help to level the playing field in assessing performance. A model is calculated, based on regression analysis, by estimating the effect of various factors on the achievement of the measure using a regression model. The cumulative effect of these factors provides the percentage by which the national goal should be adjusted (upward or downward) for each center and CTS provider (the OA Report Card has only national goals). The model-based goals for one center can significantly differ from those of other centers in the same state or region, as the goals are calculated using a combination of center-specific and local county economic data.

**PY 2016 Model Based Goals.** The following measures in the Center, CTT, and CTS Report Cards use regression model-based goals:

- HSD or HSE Attainment Rate

- Combination HSD or HSE, and CTT Attainment Rate
- Average Literacy Gain
- Average Numeracy Gain
- Graduate Average Hourly Wage at Placement
- JTM Average Hourly Wage (CTT Report Card only)
- Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit
- Graduate Average Earnings in Quarter 4 After Exit

### **Weights and Overall Rating**

Weights are assigned to each measure of the four Report Cards to underscore the relative importance in accountability for achieving student outcomes. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%. Results across each of the weighted measures are aggregated to create an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process.

The overall rating is the aggregate of all individual performance measure ratings expressed as a percentage and is also used to determine the performance ranges for performance-based service contracting. The table provided below is an illustration of how an overall rating is calculated.

#### **SAMPLE OMS REPORT CARD**

<b>Measure</b>	<b>Actual Performance</b>	<b>Goal</b>	<b>% of Goal Achieved*</b>	<b>Weight</b>	<b>Rating**</b>
Measure 1	79%	75%	105%	40%	<b>42.0%</b>
Measure 2	54%	60%	90%	25%	<b>22.5%</b>
Measure 3	90%	95%	95%	35%	<b>33.3%</b>
<b>Formulas:</b> * Actual Performance / Goal = % of Goal Achieved **% of Goal Achieved x Weight = Rating ***Sum of Ratings = Overall Report Card Rating					<b>97.8%</b> <b>Overall Report Card Rating***</b>

### **3. Job Corps Students in the Performance Management System**

The Performance Management System is based on students who separated from the program during the program year. Provided below is a description of the pool of students included in and excluded from the performance management system.

**Definitions of Student Separation Status.** The criteria for graduate, former enrollee, and uncommitted student status, as defined in the Job Corps Policy and Requirements Handbook

(PRH), Chapter 4, Section 4.2, apply to the Performance Management System. These definitions are as follows:

- **Graduate** – one who has completed 60 or more calendar days of enrollment and has completed the requirements of CTT, or earned an HSD or HSE, or has completed both, while enrolled in Job Corps. Students who have exited for any Level 1 Zero Tolerance (ZT) infraction (referenced below), at any time, do not qualify as graduates.
- **Former Enrollee** – one who has completed 60 or more calendar days of enrollment, has not attained graduate status, and whose exit is for reasons *other than* any Level 1 ZT infraction.
- **Uncommitted Student** – one who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has separated for a Level 1 ZT infraction at any time.

**Zero Tolerance (ZT) for Purposes of Exclusion in OMS Pools.** The Job Corps program has a strict policy of zero tolerance for drugs, alcohol, weapons possession, and violence, and requires that all students sign a commitment to remain drug- and violence-free. Students who violate Job Corps' ZT Policy are automatically separated from the program and generally not allowed to re-enter the program.

A ZT separation is defined as one who separates under Job Corps' Level 1 ZT infractions which generally include offenses that are deemed violent and/or drug-related.

Students who exit the program due to Level 1 ZT infractions within a brief, specified period are not included in the Center and CTT Report Cards. Students who exit due to Level 1 ZT infractions after that period, however, are included in all pools for on-center measures and their outcomes are included in the Job Corps center results.

Since all students who exit due to Level 1 ZT infractions, at any time, are not considered former enrollees or graduates, they are ineligible for post-center services, and are, therefore, excluded from all post-center pools in both the Center and CTS Report Cards.

#### **4. Format of Performance Reports**

There are two report formats for reporting performance for all Report Cards:

- **Rolling 12-Month Report.** The rolling 12-month report covers a 12-month reporting period and “rolls over” each month to a new 12-month period. This report is continuous and *does not* begin anew at the start of a new program year.
- **Program Year (PY) Cumulative Report.** The PY cumulative report begins with data for the first month of the PY (July) and continues to incorporate monthly data as the PY progresses, culminating with 12 months of data by June 30<sup>th</sup> of the following year. This report *does* begin anew at the start of a new program year.



For PY 2016, however, the rolling 12-month report will be suspended as data for the new long-term placement measures will not exist for the months prior to July 1, 2016. The standard 12-month rolling report will resume once 12 months of data for all OMS measures in PY 2016 are available.

## **DATA INTEGRITY**

Job Corps' performance management system is comprehensive. It is the basis not only for Job Corps' national performance reporting, but also for continuous program improvement and performance-based contracting. To maintain the highest level of data integrity, the Office of Job Corps has established a Data Integrity Audit (DIA) system to ensure the validity and reliability of the information supporting the performance management systems. Using random and targeted samples, DIAs identify and report on specific instances of improperly reported or anomalous data, as well as management practices that could potentially affect data integrity. The Office of Job Corps conducts DIAs on center records pertaining to HSD/HSE attainment, CTT completion, student leave, and CTS providers. All validated errors and discrepancies are corrected, and regional offices impose liquidated damages as appropriate. As a system, each level of program staff is responsible for the integrity of the data it generates, collects, or records. As a program, the Office of Job Corps continues to conduct rigorous DIAs, and remains vigilant and responsive to all data integrity issues.

## **CONCLUSION**

To meet all WIOA, OMB, and DOL reporting requirements, Job Corps has established a comprehensive performance management system to assess program effectiveness across multiple components of services and programs offered to Job Corps students. For decades, Job Corps has been using the OMS Report Cards to evaluate the performance results of all measureable components of the operation, based on the outcomes of program participants. Collectively, the OMS Report Cards drive the program's performance and fulfill the program's reporting requirements.

The Performance Management System Overview can be found online at [www.jobcorps.gov](http://www.jobcorps.gov). Questions regarding this overview should be directed to Shao Zhang, Team Lead for the Program Performance Team, by email at [zhang.shao@dol.gov](mailto:zhang.shao@dol.gov).

**OMS Report Cards.** Provided on the following pages are Job Corps' four OMS Report Cards for PY 2016.

PY 2016 CENTER REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 15	PY 16	PY 15	PY 16
Direct Center Services – 45%					
High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate*	$\frac{\text{No. of Students who attain either an HSD or HSE}}{\text{No. of Students without an HSD or HSE at entry}}$	65%	65%	15%	15%
Career Technical Training Completion Rate	$\frac{\text{No. of Students who complete a Career Technical Training program}}{\text{No. of Separated Students}}$	70%	70%	10%	10%
Combination High School Diploma (HSD) or High School Equivalency (HSE) and Career Technical Training (CTT) Attainment Rate*	$\frac{\text{No. of Students who complete a Career Technical Training program and attain either an HSD or HSE}}{\text{No. of Students without an HSD or HSE at entry}}$	55%	55%	5%	5%
Average Literacy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test}}{\text{No. of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 calendar days on center}}$	3.00 GLE	3.00 GLE	2.5%	2.5%
Average Numeracy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test}}{\text{No. of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 calendar days on center}}$	3.00 GLE	3.00 GLE	2.5%	2.5%
Career Technical Training Primary Industry-Recognized Credential Attainment Rate	$\frac{\text{No. of Career Technical Training students who attain an approved, primary industry-recognized credential or complete an NTC program}}{\text{No. of Students Assigned to a Career Technical Training program}}$	65%	82%	10%	10%
Short-Term Career Transition Services – 32.5%					
Career Technical Training Completer Job Training Match/Post-secondary Credit Placement Rate	$\frac{\text{No. of Career Technical Training program completers placed in a training-related job, the military, or post-secondary education/training}}{\text{No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	75%	5%	5%
Former Enrollee Initial Placement Rate	$\frac{\text{No. of Former Enrollees placed in a job, the military, or education/training}}{\text{No. of Former Enrollees whose placement records are due or received}}$	60%	60%	2.5%	2.5%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	92%	17.5%	17.5%
Graduate Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Graduates placed in a job or the military}}{\text{No. of Graduates placed in a job or the military}}$	\$10.50	\$11.00	5%	5%
Graduate Full-Time Job Placement Rate	$\frac{\text{No. of Graduates placed in a full-time job or the military}}{\text{No. of Graduates placed in a job or the military}}$	75%	75%	2.5%	2.5%
Long-Term Career Transition Services – 22.5%					
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit	$\frac{\text{No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 2 Survey}}{\text{No. of Graduates and Former Enrollees who complete the Quarter 2 Survey}}$	80%	85%	7.5%	7.5%
Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit*	$\frac{\text{Sum of earnings of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey}}{\text{No. of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey}}$	\$470	\$5,000	3.75%	3.75%
Graduate & Former Enrollee Placement Rate in Quarter 4 After Exit	$\frac{\text{No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 4 Survey}}{\text{No. of Graduates and Former Enrollees who complete the Quarter 4 Survey}}$	80%	85%	7.5%	7.5%
Graduate Average Earnings in Quarter 4 After Exit*	$\frac{\text{Sum of earnings of Graduates who report they are in a job or the military on the Quarter 4 Survey}}{\text{No. of Graduates who report they are in a job or the military on the Quarter 4 Survey}}$	\$490	\$5,500	3.75%	3.75%
*Model-based goal				100%	100%

PY 2016 OUTREACH AND ADMISSIONS (OA) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 15	PY 16	PY 15	PY 16
Quantity/Production – 55%					
Female Arrival Rate	No. of female arrivals	100%	100%	27.5%	27.5%
	Total female contracted quota				
Total Arrival Rate	No. of total arrivals	100%	100%	27.5%	27.5%
	Total contracted quota				
Quality/Commitment – 45%					
Non- Level 1 Zero Tolerance (ZT) Separation Rate	No. of Students arrivals in the pool who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days or under code 5.2A within the first 45 calendar days	98%	98%	5%	5%
	All Student arrivals with the opportunity to stay in the program for at least 45 calendar days				
Arrivals With 90-Day Commitment Rate	No. of Students in the pool who stay for 90 or more calendar days	85%	85%	35%	35%
	No. of Student arrivals with the opportunity to stay in the program for at least 90 calendar days				
Graduate Rate	No. of Students who separate as Graduates	75%	75%	2.5%	2.5%
	No. of Separated Students				
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, an educational program, or a job/school combination or who transfer to an Advanced Training program at another center	90%	92%	2.5%	2.5%
	No. of Graduates whose initial placement records are due or received or who transfer to an Advanced Training program at another center				
				100%	100%

PY 2016 CAREER TRANSITION SERVICES (CTS) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 15	PY 16	PY 15	PY 16
Short-Term Career Transition Services – 60%					
Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	$\frac{\text{No. of Career Technical Training program completers placed in a training-related job, the military or post-secondary education/training}}{\text{No. Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	75%	10%	10%
Former Enrollee Initial Placement Rate	$\frac{\text{No. of Former Enrollees placed in a job, the military, an education/training program, or job/school combination}}{\text{No. of Former Enrollees whose placement records are due or received}}$	60%	60%	5%	5%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, an educational program, or a job/school combination, or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	92%	30%	30%
Graduate Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Graduates placed in a job or the military}}{\text{No. of Graduates placed in a job or the military}}$	\$10.50	11.00	10%	10%
Graduate Full-Time Job Placement Rate	$\frac{\text{No. of Graduates placed in a full-time job or the military}}{\text{No. of Graduates placed in a job or the military}}$	75%	75%	5%	5%
Long-Term Career Transition Services – 40%					
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit	$\frac{\text{No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 2 Survey}}{\text{No. of Graduates and Former Enrollees who complete the Quarter 2 Survey}}$	80%	85%	12.5%	12.5%
Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit*	$\frac{\text{Sum of earnings of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey}}{\text{No. of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey}}$	\$470	\$5,000	7.5%	7.5%
Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit	$\frac{\text{No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/college combination on the Quarter 4 Survey}}{\text{No. of Graduates and Former Enrollees who complete the Quarter 4 Survey}}$	80%	85%	12.5%	12.5%
Graduate Average Earnings in Quarter 4 After Exit*	$\frac{\text{Sum of earnings of Graduates who report they are in a job or the military on the Quarter 4 Survey}}{\text{No. of Graduates who report they are in a job or the military on the Quarter 4 Survey}}$	\$490	\$5,500	7.5%	7.5%
*Model-based goal				100%	100%

**PY2016 CAREER TECHNICAL TRAINING (CTT) REPORT CARD**

Measure	Definition	Goals		Weights	
		PY 15	PY 16	PY 15	PY 16
CTT Program Completion Rate	$\frac{\text{No. of Students who complete a Career Technical Training program}}{\text{No. of Separated Students assigned to a Career Technical Training program}}$	80%	<b>80%</b>	10%	<b>10%</b>
CTT Industry-Recognized Credential I Attainment Rate	$\frac{\text{No. of Career Technical Training Students who attain an approved primary industry-recognized credential or complete an NTC program}}{\text{No. of Students Assigned to a Career Technical Training program}}$	65%	<b>82%</b>	7.5%	<b>7.5%</b>
CTT Industry-Recognized Credential II Attainment Rate	$\frac{\text{No. of Career Technical Training Students who attain an approved secondary industry-recognized credential or second primary industry-recognized credential}}{\text{No. of Students Assigned to a Career Technical Training program}}$	80%	<b>90%</b>	2.5%	<b>2.5%</b>
CTT Completer Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a job, the military, or education/training, or who transfer to an approved Advanced Training program at another center}}{\text{No. of Career Technical Training completers whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	92%	<b>92%</b>	20%	<b>20%</b>
CTT Completer Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Career Technical Training completers placed in a job or the military}}{\text{No. of Career Training Completters placed in a job or the military}}$	\$10.60	<b>\$11.20</b>	5%	<b>5%</b>
CTT Completer Full-Time Job Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a full-time job or the military}}{\text{No. of Career Technical Training completers placed in a job or the military}}$	75%	<b>75%</b>	5%	<b>5%</b>
CTT Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a training-related job, the military, or post-secondary education/training}}{\text{No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	<b>75%</b>	10%	<b>10%</b>
CTT Completer Job Training Match (JTM) Average Wage*	$\frac{\text{Sum of Hourly Wages of Career Technical Training completers placed in a training-related job or the military}}{\text{No. of Career Technical Training program completers placed in a training-related job or the military}}$	\$11.00	<b>\$11.60</b>	5%	<b>5%</b>
CTT Completer Placement Rate in Quarter 2 After Exit	$\frac{\text{No. of Career Technical Training completers who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 2 Survey}}{\text{No. of Career Technical Training completers who complete the Quarter 2 Survey}}$	80%	<b>88%</b>	12.5%	<b>12.5%</b>
CTT Completer Average Earnings in Quarter 2 After Exit*	$\frac{\text{Sum of earnings of Career Technical Training completers who report they are in a job or the military on the Quarter 2 Survey}}{\text{No. of Career Technical Training completers who report they are in a job or the military on the Quarter 2 Survey}}$	\$475	<b>\$5,300</b>	5%	<b>5%</b>
CTT Completer Placement Rate in Quarter 4 After Exit	$\frac{\text{No. of Career Technical Training completers who report they are in a job, the military, or education/training program, or job/school combination on the Quarter 4 Survey}}{\text{No. of Career Technical Training completers who complete the Quarter 4 Survey}}$	80%	<b>88%</b>	12.5%	<b>12.5%</b>
CTT Completer Average Earnings in Quarter 4 After Exit*	$\frac{\text{Sum of earnings of Career Technical Training completers who report they are in a job or the military on the Quarter 4 Survey}}{\text{No. of Career Technical Training completers who report they are in a job or the military on the Quarter 4 Survey}}$	\$495	<b>\$5,600</b>	5%	<b>5%</b>
*Model-based goal (center level)				100%	<b>100%</b>